



Additional Learning Needs Policy

Rhos y Fedwen Primary School



“Every Child Matters and Every Child Matters Equally”
UNESCO 2017

ALNET Act (2018)

Equality Act (2010)

Additional Learning Needs Code for Wales (2021)

Local Authority ALN Strategy

Welsh Government Implementation Guidance (2021)

SEN Code of Practice Wales (2004)

N.B.ALN will be referenced in other school policy documents as appropriate including, Learning and Teaching, ARR

“Maintained schools in Wales have a key role to play in identifying ALN and in delivering ALP to support learners with ALN. They are directly responsible for identifying and meeting the needs of the majority of their learners who have ALN.”

ALN Code (2021)

Definition of ALN

Definition of additional learning needs (ALN)

Additional Learning Needs

- (1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.**
- (2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—**
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or**
 - (b) has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.**
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.**
- (4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.**

Definition of additional learning provision (ALP)

Additional Learning Provision

(1) “Additional learning provision” for a person aged three or over means

educational or training *provision that is additional to, or different from, that made generally for others of the same age in—*

(a) mainstream maintained schools in Wales,

(b) mainstream institutions in the further education sector in Wales,

(c) places in Wales at which nursery education is provided.

(2) “Additional learning provision” for a child aged under three means educational provision of any kind.

(3) “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

Aims

Rhos y Fedwen Primary School prides itself on being a fully inclusive community for learners of all abilities, challenges, race, gender, and social origin. A criterion of the school's success will be its ability to meet a wide and varied range of learning needs. The school also recognises that many learners throughout their full-time education will experience a time when they need-from time to time, a few learners will require provision which is 'additional to' or 'different from' the education provision made generally for learners.

Rhos y Fedwen Primary School is committed to promoting high standards of appropriate achievements and progress for all learners with additional learning needs:

- ★ Learners with identified additional needs will be enabled to have full access to their entitlement to a broad, balanced, and relevant curriculum. The school will ensure that access to the curriculum includes physical, visual, auditory, emotional, behavioural social, cognitive, literacy and numeracy access and how to achieve well and make a valued contribution.
- ★ Children with additional learning needs will have access to ordinarily available provision, relevant additional learning provision and specialist support where it required to overcome barriers to learning.
- ★ To meet the needs of all learners with Additional Learning Needs requiring Additional Learning Provision as far as resources will allow at the school and with the support of the LA and outside agencies.
- ★ To take a person-centred approach to ensure the wishes, views and opinions of the learner are captured and considered. Parental engagement forms a critical aspect of the process.

- ★ To establish a continuity of provision and expectation through consultation with feeder primary schools, the LA, and other partners.
- ★ There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- ★ The whole school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of learner's needs. The school will maximise present best practice and policies to meet need.
- ★ Parents and carers will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the learner's needs will be taken fully into account.

Roles and Responsibilities

Meeting the needs of learners with ALN will be a whole school approach. All staff in the school will ensure that is embedded within the normal school curriculum and provision. The primary responsibility for provision lies with the class teacher who, using the information from the IDP, one-page profiles, and intervention planning, will deliver and assess achievement and progress according to the needs of the pupil (see appendix iv).

The Head teacher and school leadership team

- Advise the governors on policies to meet their statutory responsibilities under the ALN ET Act
- Work to agree the school ALN ethos and policy and to implement the agreed vision and policy.
- Oversee all aspects of strategic leadership and management.
- Ensure that the ALNCo has enough time and resources to carry out their duties.

ALNCo

- Oversee and guide the strategic direction of the school to become a highly inclusive organisation, promoting and supporting inclusivity through the continuous development of high quality teaching and learning.
- Ensure the daily implementation and review of the school Additional Learning Needs Policy.
- Ensure clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- Ensure a clear process and system of identification, assessment, and review of learners where there is a query around an ALN.

- Ensure clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the one-page profiles, (OPP), Target Sheets and IDPs.
- Monitor and evaluate the person-centred approach used across the school.
- Monitor and review the School Provision Map, ensuring, alongside the SLT, appropriate and wide ordinarily available provision and impactful targeted provision and intervention.
- Liaise with and advise colleagues through the appropriate channels on additional learning needs matters.
- Oversee the co-ordination of the additional learning provision (specialised support) for learners with additional learning needs throughout the school.
- Ensure a clear process of appeal and dispute resolution in relation to ALN.
- Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs,
- Work alongside the cluster of primary schools and the local authority.

Class Teacher

- Provide high quality teaching and learning as part of the ordinarily available provision of the school.
- Implement any reasonable adjustments through ordinarily available provision.
- Implement the school's ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page Profile, Target Sheets, and IDPs
- Ensure that achievement and progress are also appropriate to the needs of the pupil.
- Support the school processes around early identification, and a graduated response to meet individual need.
- Work with Teaching Assistants (where relevant) in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
- Differentiate learning through scaffolding and resources as well as set achievable goals to ensure that learners experience success.
- Attend reviews and discussions on pupil progress, as required.
- Record and report any concerns on pupil progress to the Senior Leader (passing onto the ALNCo).
- Contribute to the provision map for individual learners, making use of this to identify requirements for targeted intervention, tracking and monitoring progress through targeted intervention.
- Contribute to the development of specific support through additional learning provision where appropriate, in liaison with the ALNCo
- Communicate with parents, raising concerns and celebrating progress.
- Support the effective handover of information to ensure successful transitions between year groups, phases, and settings.

Subject Co-ordinator/Leader

- Ensure high quality teaching and learning as part of the ordinarily available provision of the school.
- Ensure reasonable adjustments as part of ordinarily available provision are in place across the Subject Area.
- Implement the ALN Policy.
- Ensure that the resources, targets, and curriculum are appropriate to the needs of learners with additional learning needs.
- Work with Teaching Assistants and involve them in the practice and pedagogy of the school.
- Review the attainment and progress of learners and alert the appropriate Senior Leader of any concerns about a learner's progress.
- Liaise with members of the additional learning needs team about Additional Learning Needs matters, ALNCo.
- Co-ordinate targeted intervention for learners with additional learning needs in their class.
- Contribute to the training of staff in their progression step on developing practice in relation to Additional Learning Needs, liaising with the ALNCo as required.

Whole School Skill Co-ordinators / Pastoral Support Team

- Identify, assess, and monitor the progress of all learners.
- Liaise with teaching staff on learner provision and progress.
- Oversee records of all learners in their Year Group and liaise with the ALNCo to update One Page Profiles and Target Sheets when reviewed within the normal assessment cycle.
- Contribute to the annual reviews of IDPs /
- Attend reviews and discussions on pupil progress with parents and outside agencies, as appropriate.
- Work alongside the class teacher in ensuring that the day to day provision of learners' learning needs are met.

Teaching Assistants

- Ensure the daily implementation of the school Additional Learning Needs Policy.
- Liaise with and advise teaching staff on additional learning needs matters.
- Have a full knowledge of the learner's needs, provision and targets set out in the One Page Profiles and Target Sheets (where relevant, the IDP Outcomes) and implementing the agreed provision.
- Work with the class teacher to keep records on learner with IDPs and their progress.
- Attend reviews and discussions on learner's progress as appropriate.
- Support the work of the learner in the lesson by adapting work and providing support and confidence to the learner.
- Provide administration support for ALN as required.
- Ensure the daily implementation of the school Additional Learning Needs Policy.

- Liaise with teaching staff to gather appropriate information and updates on learners with additional learning needs at review points during the year.
- Ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Governing Body

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body. Governors have legal duties under the ALN ET ACT 2018; Equality Act 2010, and the ALN Code in relation to learners with additional learning needs and disabilities, including:

- To be clear about the arrangements for the admission of learners with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans should be addressed through the school Strategic Equality Plan.
- Use their best endeavours and provide reasonable adjustments to make sure that a child with ALN or a disability gets the support they need – this means doing everything they can to remove barriers to learning.
- Reviews, should consider what reasonable adjustments have been made to ensure fair and equal access to the curriculum. This may include staffing, timetable changes, adjustments to the physical environment, whilst also acknowledging that what matters most – and has the biggest impact – high quality teaching.
- Work in partnership with the head teacher and school leaders to ensure the curriculum offered meets the needs of all learners and that there is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation, accessibility requirements, and ALNET [Wales] Act
- Ensure information is provided to parents when ALP for a pupil is made and that the provision made, is accurately recorded, and kept up to date.
- Ensure that arrangements are in place in schools to support learners at school with medical conditions, including Individual Health Care plans.
- Have a clear approach to identifying and responding to learners with ALN and determine their approach to using their resources to support the progress of learners with ALN.
- Ensure that a member of staff is designated as the ALNCo and that the ALNCo's key responsibilities are outlined and monitor how effectively they are carried out
- Ensure that the school's budgetary priorities reflect the needs of children with ALN, and they should assist staff in evaluating the strengths and weaknesses of ALN resourcing decisions within the school.
- Ensure pupil voice is heard e.g. Observe learners working in the classroom, speak to groups of learners.
- Ensure that children and young people with ALN and/or disabilities engage in the activities of the school alongside all learners.

- Ensure information is provided to parents when ALP for a learner is made and that the provision made, is accurately recorded, and kept up to date. Meet with parents to hear their views and look at the annual questionnaires.
- Meet with the ALNCo regularly to ask searching questions about provision and impact.
- Consider how changes to policies and practices across the school might impact on ALN learners.

Support Agencies

Various external support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will support and guide staff in providing appropriately for learners in their assessment, lesson planning, methods, strategies and delivery styles.

They may, if necessary, to the success of the pupil, withdraw learners for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement.

All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

Identification and monitoring of a pupil with Additional Learning Needs is carried out through the assessment and wellbeing processes at Rhos y Fedwen Primary School.

Teachers are involved in the on-going assessment of pupil needs and progress to determine need; monitoring and tracking systems, support the identification of any progress concerns and the requirement for further assessment.

Learners are assessed according to concerns regarding learning, physical / medical / sensory conditions, social, emotional, and behavioural problems and communication and interaction.

The following are used in determining a Learner's level of need:

- ★ standardised assessment data
- ★ teacher assessment data
- ★ diagnostic testing assessments by class teacher, ALNCo and outside agencies
- ★ behaviour / relationship / pastoral logs
- ★ transition information from previous setting / school
- ★ information provided from external professionals i.e EP, IPS, ND
- ★ reference to previous concerns or discussions with parents

The assessment and wellbeing systems collate data on learners that provide teachers, parents and most importantly the learner with clear information to inform their learning. This data is used in the tracking and monitoring of learner progress and to determine their learning requirements.

Levels of Support/Provision Mapping

Meeting the needs of learners with ALN is part of a whole school approach to school improvement. The way in which a maintained mainstream school meets the needs of all children or young people has a direct bearing on the nature of the ALP required by learners with ALN, and the point at which ALP is required.

The key to meeting the needs of all children and young people lies in the staff's knowledge of each child and young person's skills and abilities. The staff's capacity to then match this knowledge with identifying ways of providing appropriate access to the curriculum for every child and young person is also critical. (Person centred planning)

Rhos y Fedwen Primary School's provision map will be reviewed and updated annually to ensure that the current cohort of learners have their needs met and have access to the appropriate level of support. (see Appendix School Provision Map 24/25)

Consequently, improvements in the teaching and learning of children and young people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school as a whole. Improvement in one should be mutually supportive of improvement in the other.

- Learners will be able to study the full curriculum using only the aids which they use as part of their daily life
- Barriers to learning will be removed for a minority of learners to support progress.
- Very few learners will be provided with access to specialist equipment and different approaches to learning as appropriate.

The level of support:

Additional Learning Provision (ALP)

The needs of a learner are severe and complex, and a multi-disciplinary approach is required to maximise progress and develop and review additional learning provision. This is where provision needs to be different from that which is provided through school resources and individual to the pupil's needs.

Individual Development Plans are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

Where a pupil is newly identified as having an additional learning need calling for additional learning provision, an Individual Development Plan is established with the agencies, parents, the pupil, and school staff.

In all cases a person centred review meeting will be held at least annually, and all stakeholders invited to contribute.

Ordinarily Available Provision

Reasonable adjustments can be required to overcome barriers to learning, these can be associated with seating position, timings, resources etc. For individuals who require reasonable adjustments within the classroom, a One Page Profile may be developed to share this information with all stakeholders.

All teaching and learning throughout the school is inclusive to meet the needs of nearly all learners, including high quality differentiation.

For all learners with identified additional learning needs, One Page Profiles are created with learners and families to gauge and record their views on approaches to support in making progress and achieving success. One Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans are stored securely on the School Information Management System for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the ALNCo. Individual Development Plans are reviewed through person centred practice annually or where there is a significant change in need.

The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures.

Parents can discuss any specific ALN concerns with the ALNCo

The Complaints Policy is accessible through the School Website.

Monitoring and Evaluation

The success of the school's Additional Learning Needs Policy and Additional Learning Provision is evaluated through:

- ★ analysis of pupil tracking data and test results
- ★ value added data
- ★ monitoring of procedures and practice by the Senior Leadership Team
- ★ reviewing target sheets and IDP outcomes
- ★ school self-evaluation, using a variety of approaches, including a self-evaluation of ALN and an action plan that relates to the School Development Plan (SDP)
- ★ Review of delegated spend.
- ★ ALNCO annual report to Governors.
- ★ Effectiveness of the school provision map.
- ★ the Additional Learning Needs moderation process.
- ★ Year Group Learning Reviews.
- ★ School Development Plan/Inclusion Area Action Plan

This policy was approved by the Governors. This policy will be reviewed annually

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

Appendices

Appendix i- Learner Profile Log

Copy of any paperwork used (if used) by the school to share pupil need (some schools have booklets, Learner Profiles, or something on the system – this is not essential)

Appendix ii – One Page Profile

Copy of sample One Page Profile - One Page Profiles are created through person centred approaches for all learners with an identified additional learning need. These record reasonable adjustments required within the classroom. Class teachers are responsible for implementing the reasonable adjustments within the classroom.

Appendix iii – Support Structures

Overview of the areas of the Provision Map:

Copy of school Provision Map

Appendix iv– Other Vulnerable Groups identified by Estyn as “particular groups who may be subject to underachievement”

N.B. clarity of other needs not identified as ALN

- learners from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- care-experienced children, including looked after children
- learners educated other than at school (EOTAS)
- children of refugees and asylum seekers
- Gypsy, Roma, and Traveller learners
- learners eligible for free school meals (eFSM)
- young carers
- children at risk of harm, abuse, or neglect
- Healthcare-individual health care plans, and register

Appendix v ALNCo report to governors

Appendix i – Learner Log




Record of Contact/ Steps Taken

NO PREVIOUS CONTACT FORM FOUND FROM NURSERY

2022-2023			
Date	Contact name/ designation	Discussion	Next steps
2023-2024			
Date	Contact name/ designation	Discussion	Next steps

Appendix ii – One Page Profile

 <p>Name: Date of Birth: Date completed:</p>	<p>Photo</p>
<p><u>What people like/ admire about me:</u></p> <p>My smile and laughter. I am funny. When I dance and sing. When I play tricks on people to try to make them laugh. I am kind. I look after the little ones.</p>	
<p><u>What I like:</u></p> <p>My favourite food is ham and gravy. I like playing with my new friends from Nursery. I love Kurt and Frankie the Dog. I like to play with my dolls. I like to watch Peppa Pig. I like to play in the maths corner and collect things to count or make patterns. I like to sing and have rhymes play.</p>	
<p><u>How I need to be supported:</u></p> <p>I don't like loud noises and may need to find my safe space if it gets too loud or out on my ear defenders. My safe space is the House in <u>Dosbarth Melyn</u>. I need help to put on my coat and look after my things. I need reminding to listen and share. I need help to join in tasks. I need lots of goes at remembering new things or routines.</p>	

Appendix iii – Provision Map

Progression Step Provision Map 2024-2025

Pre-progression step

Ordinarily available provision

- Curriculum structure
- Classroom practice
- Student voice
- Differentiation
- Assessment, recording and reporting systems
- Transition process
- Learning environment
- Accessibility
- Quiet spaces
- Learning support
- Visual timetable
- OPP
- COMit resources
- Social stories
- Numicon
- Circle of security

- Numeracy intervention
- Literacy intervention
- Social skills/COMit groups
- Eklun
- Bespoke timetable
- Sensory circuits
- Intensive interaction
- EAL support

Specialised provision

- Bespoke timetable with individualise support
- SPLD directthrough curriculum
- Allocated TA
- Direct support during unstructured times

Progression Step One

Ordinarily available provision

- Curriculum structure
- Classroom practice
- Integrated curriculum
- Student voice
- Differentiation
- Learning reviews
- Assessment, recording and reporting systems
- Transition process
- Learning environment
- Extra-curricular clubs
- Assembly
- Accessibility
- Health and wellbeing teaching assistants
- Quiet spaces
- Visual timetable
- OPP
- COMit resources
- Task cards
- Numicon
- Elsa – short term
- Check-ins
- RWI

- COMit intervention
- Bucket intervention
- Phonic intervention
- Sensory circuits
- Sensory intervention
- Task cards
- TA support 1:1 short periods of time.

Specialised provision

- 1:1 support full time

Progression Step Two

Ordinarily available provision

- Curriculum structure
- Classroom practice
- Integrated curriculum
- Student voice
- Differentiation
- Learning reviews
- Assessment, recording and reporting systems
- Transition process
- Learning environment
- Extra-curricular clubs
- Assembly
- Accessibility
- Health and wellbeing teaching assistants
- Visual timetable
- OPP
- COMit resources
- Task cards
- Numicon
- Elsa – short term
- RWI

- Numeracy intervention
- Literacy intervention
- Spelling
- Handwriting
- COMit (Year 1 and 2)
- EAL

Specialised provision

- COMit (years 3+)
- Sensory circuits (years 3+)
- 1:1 support part time
- 1:1 support full time

Progression Step Three

Ordinarily available provision

- Curriculum structure
- Classroom practice
- Integrated curriculum
- Student voice
- Differentiation
- Learning reviews
- Assessment, recording and reporting systems
- Transition process
- Learning environment
- Extra-curricular clubs
- Assembly
- Accessibility
- Health and wellbeing teaching assistants (partial)
- Visual timetable
- OPP
- Elsa – short term
- Task cards

- Reading intervention
- Spelling intervention

Specialised provision

- COMit (years 3+)
- Sensory circuits (years 3+)
- 1:1 support part time
- 1:1 support full time

Appendix iv – Disadvantaged and Vulnerable Learners groups

Vulnerable learners

- learners with special educational needs (SEN)
- looked-after children (LAC)
 - children and young people living in poverty
- excluded learners, and those at risk of exclusion
- learners with behaviour and attendance issues
- Gypsy, Roma and Traveller learners (GRT)
- asylum seekers, refugees and new migrants
- minority ethnic learners
- learners with English as an additional language (EAL)
- young carers
- learners who are young offenders and children of offenders
- learners with mental health issues and medical needs
- learners who have had adverse childhood experiences (ACEs)
- learners of service families / armed forces parents

Disadvantaged learners

- learners eligible for free school meals (eFSM)
- learners from low income families

Appendix v – Report to Governors

SEWC ALNCo Report to Governors Template

School:

Date of report:

ALNCO:

ALN Governor:

General Summary
<p>ALN profile for the last 12 months</p> <p>Statistical picture of ALN in the school</p> <p>Analysis of ALN register- numbers, categories of need, IDPs at school and LA levels.</p> <p>Comparisons with previous years to show trends, patterns, emerging issues</p> <p>No of CYP with ALN moving to other schools and reasons.</p> <p>Exclusions- any for those with ALN?</p> <p>Attendance- any ALN related issues?</p> <p>(Don't forget to include information about pupils taught within Resource Bases, Special needs units or being educated off-site in alternative provisions if applicable)</p>
<p>Overall quality of provision for pupils with ALN</p> <p>This should be based on the ALN self-evaluation descriptors.</p> <p>Share current ALN action plan and current provision map</p> <p>Include any Estyn observations/reports</p>
<p>Achievement of pupils with ALN:</p> <ul style="list-style-type: none"> ➤ statutory assessment data if applicable ➤ school tracking data, including progress against IDP outcomes ➤ progress data and wider outcomes <p>(This may include attendance, exclusions, future destinations, participation, particular achievements, etc.)</p>
<p>ALN policy/ ALN Action planning</p> <p>When was this reviewed and have any changes been made?</p> <p>ALN information on school website. When was this reviewed with parents?</p> <p>Equalities Policy/Strategic Equality Planning</p> <ul style="list-style-type: none"> -when was this reviewed and have any changes been made? -Update on accessibility arrangements Any changes/adaptations done/needed in the future - Equalities data in annual report to parents?

ALN budget and spending

What was the budget allocation and how was it spent?

What was the impact of chosen provision?

Staffing for ALN

Any staff employed specifically to support pupils with ALN. Changes, issues?

Include whole school context

Interventions

What interventions have been used for pupils with ALN and how effective have these been?

How do you measure the impact?

CPD related to ALN

What CPD has taken place and what has been the impact of it for pupils with ALN?

Engagement with stakeholders

CYP Voice

Report on ongoing and new activity to actively engage CYP in all person centred practices- including target setting, monitoring, evaluation, review of one page profiles and IDPs

Extra-curricular activity relevant to ALN to maximise informal as well as formal learning opportunities

Working with parents

Recent or ongoing initiatives, parental surveys/consultations, workshops etc

Multi-agency work: What external agencies have been involved and what impact has this had?

What Governor visits have taken place e.g. learning walks re ALN?

How has the school contributed to ALN in the cluster/ local authority/ wider education community?

Complaints

Dispute resolution undertaken?

Have there been any complaints? If so, provide details

Any other developments regarding ALN?

This is an opportunity to share any other initiatives that the school has launched and what impact these have had or are hoped to have.

Are there any concerns regarding provision for pupils with ALN?

This is an opportunity to share any areas that the ~~ALNCo~~ feels may become a concern in the next year unless action is taken; this could include staffing issues, issues relating to specific pupils (without names), support from external agencies, other resourcing issues, additional learning provision etc.

Priorities for the coming year-based on ALN self-evaluation and ALN action plans and provision maps

(Frame these against the information in the report, which provides the evidence base for the priorities)